

## **VSBE Standards for Staff Development**

**Adopted by the VSBE on October 15, 2004**

### **Introduction**

With a 12 second flight, in 1903, Orville and Wilbur Wright changed the face of transportation and became symbols of success in achieving the American dream of going where no man had gone before. The notion that if we were meant to fly, we would have been born with wings was forever abolished.

Sixty-six years later, when Neil Armstrong stepped onto the moon's surface, the growth in aeronautical engineering and technology – not to mention personal curiosity and determination – that took him there and brought him back had its origins with the Wright brothers and their experiments at Kitty Hawk.

The role of an educator has grown in much the same manner – from reading, writing and arithmetic in a one room school, i.e., a bi-plane on the shores of the Outer Banks of North Carolina, to a complex responsibility of providing each child with the opportunity to “walk on the moon.”

In order to be successful, each educator must espouse a love of learning and generate an ability to “think outside the box” – then pass that love and ability along to students. The objectives expressed in the VSBE Standards for Staff Development remind us that we, as educators, are also students and, in order to pass that love of learning and ability to do so to all students, we must have the resolve of the Wright brothers and the curiosity of Neil Armstrong. Actively participating in thoughtful, meaningful and ongoing professional development, enhances us as individuals and builds our capacity to give each child the “wings” that will allow him to experience success and achievement.

## **VSBE Standards for Staff Development**

**Adopted October 15, 2004**

**(Based upon the National Staff Development Council Standards, 2001, and the 1999 VSBE professional development standards)**

### **Context Standards**

**Staff development that improves the learning of all students:**

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

### **Process Standards**

**Staff development that improves the learning of all students:**

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

### **Content Standards**

**Staff development that improves the learning of all students:**

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
- Helps educators and other school staff meet the present and future needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds (Diversity)